

An Analysis of Environmental Caring Character Application through the Nature-Based School Program in International Green School of Sumedang, Indonesia

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ABSTRACT

The aim of this study is to determine the application of environmental caring character through nature-based school program in international green school Sumedang. A caring character is an effort to instill environment-based character values that increase the learner's sensitivity to environmental preservation. A nature-based program is a principled learning model on learning about nature, learning to use nature, and learning with nature. The method used in this research is descriptive qualitative research method. The data of this research is the result of observation and interview. The results of the study showed that: (1) the strategy of applying the students' values of environmental caring is applied through self-development program, integration in the learning environment, school program, and process development, (2) the role of government institution in planning and implementation of environment care cooperation, (3) the application supporting factors of the environmental caring value in the International Green School Sumedang is both school and teachers have done habituation, while the inhibiting factor is the lack of parent cooperation in applying the character of environmental caring at home and the concentration of students are disturbed if the learning activities held in outside the classroom are too crowded.

Keywords: Character of environmental caring, nature-based program, education

1. INTRODUCTION

Education is a planned effort aimed at maturing human beings, developing abilities, developing spiritual strength, intelligence, noble character, and all the potentials it possesses (1). Education is a process of changing the attitude and behavior of a person or group of people in an effort to mature humans through the efforts of teaching and training, processes, ways, educational acts. Based on the above definition, if humans learn and practice in accordance to the ability they have, then education will improve the quality of life that is beneficial to himself, society, nation and state.

The role of educational institutions or schools, especially basic education, is to form the learners' personality in character education. Character education issues are increasingly being discussed in various seminars, national mass media, and internationally. Character education becomes a familiar thing in the effort to produce and develop the human resources to be better. Education is an alternative to overcome or reduce the character problems. This is deemed necessary because education is considered as a preventive alternative, education is expected to develop the quality of the nation's youth in various aspects that can minimize and reduce the causes of various cultural problems and national character. Although the education doesn't immediately show a visible impact, but it will have endurance and strong impact for society in the future.

The purpose of national education is the fundamental in the development of cultural education and character of the nation. Character is a psychological traits, morality or character that distinguishes someone from others. Humans and the environment have a close relationship, inseparable. Humans rely on the environment that provides natural resources to survive.

Limitation of environmental carrying capacity causes humans to be able to pay attention and maintain the environment so that environmental functions can be maintained in order to sustain life in the future. Behavioral belief reflects how important a person considers the outcome of a behavior"(2). Therefore, education becomes very important given the limited availability of natural resources. To overcome these problems, through education human will know how to manage nature well and adjust to the environment.

Environmental caring is the attitude and action that always try to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has occurred. "Natural resources have been needed, and the effectiveness has been limited to the paucity of available arable land and the frequent conflicts of conservation policies have generated among local populations" (3). Therefore, in developing the value of environmental caring for students, it is necessary to have a conditioning where the students will be accustomed and trained to bring out behaviors and attitudes to protect the environment.

The International Green School located in Sumedang Regency is a nature-based character and technology school by mixing and matching between character, nature, and technology. Nature-based school methods are integrated with the national curriculum which incorporates 32 character formations in each of its learning sub-focuses, as well as self-development programs and international content packaged with the uniqueness of the International Green School.

International Green School makes nature as a class, nature as a science, and nature as a laboratory. Some nature-based programs in the International Green School include, for example, 75% outdoor learning, collaboration with government agencies, IGS waste banks, and BPJS waste programs. In addition International Green School has various achievements and awards. One of them was selected as the representative of Indonesia for Sister School program with Yanagama School Japan, Ministry of Education and Culture.

Based on the above background, the value of environmental caring character is indispensable for someone to survive today, tomorrow and in the future. Therefore, the researcher is interested in making a case study, which will reveal and develop the formation of the value of the environmental caring character of the student entitled "An Analysis of Environmental Caring Character Application Through The Nature-Based School Program In International Green School Sumedang".

As for the sub focus in this research includes:

1. Strategy of applying the value of environmental caring character of students in International Green School Sumedang through nature-based program.
2. The role of government agencies in the planning and implementing the application of students' value of environmental caring character in International Green School Sumedang through a natural-based program.
3. Supporting and inhibiting factors in the application of the students' value of environmental caring character in the International Green School Sumedang through a natural-based program.

Based on the research focus above, the research problems are:

1. How is the strategy of applying the value of environmental caring character of students in International Green School Sumedang through nature-based program?
2. What is the role of government agencies in planning and implementing the application of students' value of environmental caring character in International Green School Sumedang through a natural-based program?

What are the supporting and inhibiting factors in the application of the students' environmental value character in the International Green School Sumedang through a nature-based program?

2. RESEARCH METHODOLOGY

The research method used in this research is qualitative descriptive approach. Instrument or research tool in qualitative research is the researcher itself. Researchers should understand the method of qualitative research, mastery of insight into the field to be studied, and readiness of researchers to enter into the object of research. It is considered necessary as a form of validation of the instrument conducted by the researchers themselves.

Observation technique is used to obtain the data directly. The observations were conducted in the International Green School. Participation observation techniques are differentiated into passive, moderate, active, and complete. From the techniques, the researcher chose to use passive participation observation where the researcher comes to the place of the observed students' activities, but does not participate in the activity(4). Researchers conducted observations by directly observing the implementation of environmental caring character education in the International Green School every day. The role of government in the planning

and implementation of character formation of students, and its supporting and inhibiting factors. In observation techniques, the data collection is in the form of interview and documentation.

3. STUDY REFERENCES

A. Strategies for Applying Character for Environmental Care

1. Self Development Program

a. School Routine Activities

The school routine programs in embedding the character for environmental care education are gardening and doing *Jumsih* (clean Friday). Otherwise, the on-duty activities are conducted by both on-duty teacher and on-duty student. *Jumsih* activities are in the form of activities, such as, cleaning the schoolyard involving all school members, Boy Scouts, Cooking Class, and Reading Time. Cleaning the schoolyard is done by all students, teachers, and also the principal. School routine activities are carried out by optimizing the existing school's facilities and infrastructure to achieve the expected educational school objectives.

b. Spontaneous Activity

Spontaneous activities that are performed by principal and teachers on students who behave poorly are providing treatment, giving understanding, applying positive discipline, reprimanded, given advice, and contact with parents. Ivan Pavlov proposed behavior controlled by environmental conditioning, therefore learning is a process of providing stimulus and response. The same opinion is stated by Bronfenbrenner, the development is influenced by several environmental systems including the rules or events that exist in the environment.

c. Exemplary

The school principal and teachers' exemplary behavior to the students in the implementation of environmental education are always exemplifies the attitude of care for the environment, maintains cleanliness, puts the learning tool in line with the place, cares for and maintains the school facilities, and is directly involved in the school activities. Exemplary is also supported by the school's facilities and infrastructure that fulfill in the implementation of education of environmental caring character so that the purpose of education to form human character can be achieved. As Jean Piaget identifies four factors in a person's cognitive development: biological maturation, activity, social experiences, and equilibration.

d. Conditioning

The conditioning done by the school in carrying out the education of the character of environmental care is by satisfying all the needs of the students related to the needs of the environment. Schools seek as many hygiene facilities as possible, and place hygiene kits in a place that is easily accessible to all school members. Conditioning the toilets clean every day. School always involves students in the arrangement of plants, processing and plant treatment in school. Adequate facilities and infrastructure will help the implementation of character education of environmental care when used optimally by the school community. As Vygotsky stated that learning is a process of knowledge construction, but environmental and social interactions play a role.

e. Subject Integration

The integration done in carrying out the character of environmental care education is to meet all the needs of students related to the needs of the environment. The facilities and infrastructure provided by the school are complete. Principal and teachers play an active role in conditioning. Students can optimize the conditioning provided to help the learning process.

B. The Role of Government Institution

The role of government institutions in the planning and implementation of formatting the environmental values of students in the International Green School Sumedang is by forming cooperation. Either the school submits a request for a visit or vice versa. Schools are involved in activities undertaken by the government, so that the government program that has been designed previously can be done well as expected. Or vice versa, schools involve the government to implement a program of learning that has been designed previously.

C. The Supporting and Inhibiting Factors

The supporting factors in the formation the students' environmental values in the International Green School Sumedang that is the school and teachers have been doing habituation in school. Such as integrating environmental cares character by implementing it on indicators of each subject. While the inhibiting factors in the formation the students' environmental values in the International Green School Sumedang is the lack of cooperation between students who have learned at school with their activities at home with parents, and the students' concentration who are disturbed if the learning environment outside the classroom is too crowded.

4. CONCLUSION

Based on the research result and discussion, it can be concluded that the development of environmental value through natural-based programs at the International Green School Sumedang can be implemented through:

1. The strategy of developing the students' environment-caring character in the International Green School Sumedang through a natural-based program, including self-development programs, integration in the subjects, and the school culture. Self-development programs include routine activities, spontaneous activities, exemplary of the principal and teachers, conditioning in support of the implementation of character education for the environment. The integration of the subjects done by the teacher by integrating the value of environmental care in certain subjects by arranging school programs related to the development of environmental caring character and participating in the government activities in the process of realizing the environmental caring character. Development of school curriculum is done by optimizing the school's facilities and infrastructure to support the school-arranged program for the achievement of educational goals.
2. The government institutions are very supportive in the planning and implementing the formation of environmental values on students in the International Green School Sumedang. One of them is by forming cooperation. Such as applying for a tree seedling permit to do the reforestation in the World Tree Day. Schools are involved in tree day commemoration activities undertaken by *Dinas Kehutanan*. Or vice versa, the government is involved by the school to implement the learning programs that have been previously designed.
3. The supporting factors in the formation of the students' environmental values in the International Green School Sumedang that is the school and teachers have been doing habituation of the application of environmental cares at school. While the inhibiting factors in the formation of the students' environmental values in the International Green School Sumedang is the lack of cooperation between students who have learned at school with their activities at home with parents, and the students' concentration who are disturbed if the learning environment outside the classroom is too crowded.

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